



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins **Lesson #:** 6 **Facet:** Perspective **Grade Level:** 9-10 **Numbers of Days:** 2 **Topic:** English

PART I:

Objectives

Students will understand that literature from even the Elizabethan age, such as William Shakespeare's Romeo and Juliet, has themes that are relevant and relatable to life today, and understand character development as a result of these themes.

Students will know how to look critically at modern works and pick out the thematic and character similarities between them, as well as the significant differences.

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Product: Fakebook page

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Rationale:

The lesson will focus more closely on how the world that Romeo and Juliet lived in compares and contrasts with the world that the students live in. They will think carefully about how the characters, some of whom are their age, to their lives. To do this they will look closely at the characters and themes in the story.

Assessments

Pre-Assessment: (Lesson 1 only)

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Pop it will be used to assure that each student is comfortable picking out these similarities and differences.

Section II – timely feedback for products (self, peer, teacher)

Pop it will be used to assure that each student is comfortable picking out these similarities and differences.

Summative (Assessment of Learning):

Fakebook page: Students will use the “fakebook” site to create pages for their chosen characters, and align them with comments within the groups.

Integration**Technology:**

Students will be using the “fakebook” website to create pages for their chosen characters.

Content Areas:

History: Students will be learning a lot about the era in which *Romeo and Juliet* lived.

Film/Theater: Students will be learning about adaptations of this play.

Groupings**Section I - Graphic Organizer & Cooperative Learning used during instruction**

I will be using a describing wheel for students to work out how these adaptations compare and contrast to the classic *Romeo and Juliet*.

Section II – Groups and Roles for Product

Students will be put into groups of four and choosing characters, they will create inter-related fakebook pages together.

Differentiated Instruction**MI Strategies**

(Verbal): Students will be able to discuss the clip shown to the class.

(Visual): The visual component of the movies will definitely attract the visual learner.

(Musical): Almost every movie I have chosen is a musical, and I would be sure that my musical learners were working in that group.

(Interpersonal): The group work will allow interpersonal learners to share ideas and collaborate before sharing their findings on their scene with the class.

(Intrapersonal): Students will be given time to view their groups scene alone, and a few minutes to jot down their ideas before discussing as a group.

(Naturalist): One of the modern adaptations is *The Lion King 2*, I would be sure that my naturalist learners would get to work with this nature focused movie.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room.

Extensions**Type II technology:**

Students will be using the fakebook website to create their character pages.

Gifted Students:

Gifted students will be given characters that it will be more challenging to blog from the perspective of, such as characters with smaller roles, characters with complex relationships to the situation, or characters that die fairly early on.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops
Projector
Graphic Organizers
Rubrics

Source for Lesson Plan and Research

List all URL and describe.

blogger.com -Students will set up their blog account.

<http://www.sparknotes.com/shakespeare/romeojuliet/characters.html> -Character descriptions. http://en.wikipedia.org/wiki/Characters_in_Romeo_and_Juliet -Character descriptions. <http://www.shakespeare-online.com/plays/characters/capuletsbio.html> -Character biographies.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Classroom arrangement: The room will be arranged into sets of two, in order to facilitate students working in pairs for their glogster.

Day One:

- *Hook: Scene from West Side Story, and discuss (20 minutes)*
- *Graphic organizer and class discussion: Describing and more movie scenes, followed by discussion. (30 minutes)*
- *Blogs: Students will be putting together their fakebook pages as a four student group. (30 minutes)*

Day Two:

- *iMovie groups: Students will be given the entire period to get into their groups and begin their scripts. (80 minutes)*

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

After this lesson, students will have a strong base to go off of while approaching their final assessments. They will be taught to closely look at the core of the story to pick out what is important. The hook is a scene from West Side Story, we will later look at scenes from other movies to discuss whether or not that are a class "Romeo and Juliet story".

Where, Why, What, Hook MI Tailor's: Verbal, Logical, Visual, Kinesthetic

Students will know how to use the setting of the play and the social structures of the time to more deeply understand both the characters and the themes. They will develop their skills in recognizing characterization and understanding theme throughout the unit, and will show me their abilities in this lesson, and the final assessment.

Equip, Explore, Rethink, and MI Tailor's: Verbal, Logical, Visual, Interpersonal, and Intrapersonal.

Students will be able to reflect on the similarities between the themes in Romeo and Juliet and more modern works. They will do this by creating their profiles, including critical details to create full, intertwining profiles for their characters and their groups characters.

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, Visual, Kinesthetic, Interpersonal, and Intrapersonal.

Students will be put into groups of four. They will be given rubrics together and discuss how they've done. The rubrics will then be given to me, and I will fill out my own and return both to the student as

timely feedback. These assignments will give me a way to make sure the students understand what we've learned before their final assessment.

Evaluate, Tailors: Intrapersonal, verbal

Content Notes

Students will know.....

The Capulet family, and the Montague family are in an age-old feud, one with no memorable beginning or conceivable end.

Students will know the names of all of the important characters (Romeo, Juliet, Lady and Lord Capulet, Lady and Lord Montague, Mercutio, Nurse, Tybald, Benvolio, the Prince, Friar Lawrence, Rosaline, etc), they will have a base understanding of characterization, character traits, and their possible effect on the story.

Handouts

Describing wheel graphic organizer.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will appreciate the clear directions in the assignment.

Microscope: The microscope student will enjoy being able to really analyze complex character relationships.

Puppy: The puppy student will appreciate being able to work and collaborate in comfortable group work.

Beach Ball: The beach ball student will love the open ended aspect of the group work, being able to have free reign on what goes onto their page.

Rationale: The group work especially will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the characters.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will be given a quick write to flesh out what they understand about the character relationships in *Romeo and Juliet*. I will review their responses and clarify any confusion.

Summative:

Students will use the “fakebook” site to create pages for their chosen characters, and align them with comments within the groups.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: Students will show me their understanding of the story elements of *Romeo and Juliet*, and exhibit to me what they think makes a true “*Romeo and Juliet* story.”

MLR or CCSS:

Common Core State Standards

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Facet: Perspective.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

(Verbal): Students will be able to discuss the clip shown to the class.

(Visual): The visual component of the movies will definitely attract the visual learner.

(Musical): Almost every movie I have chosen is a musical, and I would be sure that my musical learners were working in that group.

(Interpersonal): The group work will allow interpersonal learners to share ideas and collaborate before sharing their findings on their scene with the class.

(Intrapersonal): Students will be given time to view their groups scene alone, and a few minutes to jot down their ideas before discussing as a group.

(Naturalist): One of the modern adaptations is *The Lion King 2*, I would be sure that my naturalist learners would get to work with this nature focused movie.

Type II Technology: Students will use the “fakebook” site to create pages for their chosen characters, and align them with comments within the groups.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate visual, digital media into their fakebook page.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will collaborate to create a “fakebook universe” for their characters, showing that they know what elements of characterization, theme, and plot are important to the story.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students use a digital tool to explore the learning that they have done throughout the unit.